

DOCUMENT RESUME

ED 035 900

CG 004 854

AUTHOR SHUMAKE, FRANKLIN
TITLE PUPIL PERSONNEL SERVICES: A MODEL. PROGRAMS, TRENDS, PROBLEMS.
INSTITUTION ROCKDALE COUNTY PUBLIC SCHOOLS, CONYERS, GA.
SPONS AGENCY OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
PUB DATE 69
NOTE 15P.
EDRS PRICE MF-\$0.25 HC-\$0.85
DESCRIPTORS ADMINISTRATION, *DEMONSTRATION PROGRAMS, EVALUATION, *INSTRUCTIONAL PROGRAMS, *MODELS, PROBLEMS, PROGRAM COORDINATION, *PUPIL PERSONNEL SERVICES, *PUPIL PERSONNEL WORKERS, REFERRAL, SPECIALISTS, TEAMWORK

ABSTRACT

AS AN ATTEMPT IS MADE TO DEVELOP PUPIL PERSONNEL PROGRAMS THROUGHOUT THE UNITED STATES, ONE FACES MANY DIVERSE PROBLEMS: (1) DIVERSITY OF BACKGROUND FOR PUPIL PERSONNEL SPECIALISTS, (2) PROFESSIONAL ACCEPTANCE OF OTHER EDUCATORS, (3) CRYSTALLIZATION OF PURPOSES, AND (4) NEED FOR A MODEL PROGRAM. THE ROCKDALE COUNTY MODEL IS DISCUSSED IN TERMS OF FACILITIES, EQUIPMENT, PERSONNEL, AND PROGRAMS. THE BASIC PHILOSOPHY OF THIS PROGRAM IS THAT PUPIL PERSONNEL SERVICES (PPS) MUST BE AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM AND MUST ACTIVELY SUPPORT AND STIMULATE THE IMPROVEMENT OF THE INSTRUCTIONAL PROGRAM. THE PPS TEAM IS DESCRIBED. INCLUDED ARE THE FOLLOWING CHARACTERISTICS: (1) REFERRALS ARE MADE TO THE CENTER RATHER THAN TO THE SPECIALISTS, AND (2) THE TEAM APPROACH MEANS ALL STAFF MEMBERS HAVE SOME AWARENESS OF ALL MAJOR CASES. THE PPS ALSO HAVE RESPONSIBILITY IN THE FOLLOWING AREAS: (1) A STATUS STUDY OF THE SCHOOL SYSTEM, (2) PRE-SCHOOL ASSESSMENT, (3) TESTING PROGRAMS, AND (4) DESEGREGATION IN-SERVICE. PUPIL PERSONNEL ROLES, RATHER THAN BEING RIGID SHOULD BE SEEN IN TERMS OF TEAM ROLES. A LIST OF TEN TRENDS OF PPS IS GIVEN. THE RESEARCH REPORTED HEREIN WAS FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. (KJ)

pupil personnel services: A MODEL

ED035900



PROGRAMS



PROBLEMS



TRENDS



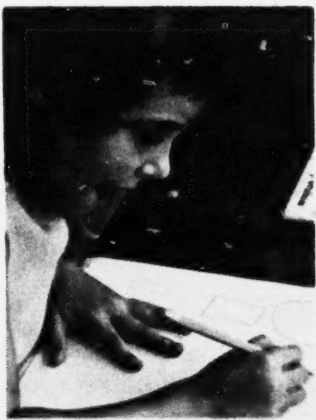
CG004 854

ED0 35900

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

pupil personnel services: A MODEL



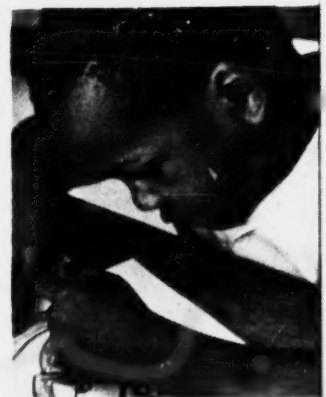
PROGRAMS



PROBLEMS



TRENDS



**Pupil Personnel Services Demonstration
Center
Rockdale County Public Schools
Conyers, Georgia 30207**

**A Title III, Elementary and Secondary
Education Act of 1965,
Supplementary Service Center
U. S. Office of Education
Department of Health, Education
and Welfare**

TABLE OF CONTENTS

- I. PUPIL PERSONNEL PROBLEMS**
 - 1. Diversity of background
 - 2. Professional acceptance
 - 3. Crystalizing of purpose
 - 4. Need for a model
- II. THE ROCKDALE COUNTY MODEL**
 - 1. Facility
 - 2. Equipment
 - 3. Personnel
 - 4. Program
- III. PUPIL PERSONNEL TEAM**
 - 1. Characteristics of team approach
- IV. PUPIL PERSONNEL
AND THE INSTRUCTIONAL PROGRAM**
 - 1. Status study of school system
 - 2. Pre-school assessment
 - 3. Testing program
 - 4. Desegregation in-service
 - 5. Elementary guidance in the schools
 - 6. Parent study groups
 - 7. Pupil personnel assistants
 - 8. Teacher seminar topics
- V. PUPIL PERSONNEL ROLES**
 - 1. Unique functions
 - 2. Common functions
- VI. PUPIL PERSONNEL TRENDS**
 - 1. Normal part of school program
 - 2. Treatment as well as diagnosis
 - 3. Para-professionals
 - 4. Flexible service to students
 - 5. Demonstrate success
 - 6. Children through adults
 - 7. Specialist-student ratios
 - 8. Satellite centers
 - 9. Education of pupil personnel specialists
 - 10. Acceptance by other professionals

Pupil Personnel Services —

Programs, Problems,

Predictions

DR. FRANKLIN SHUMAKE

DIRECTOR

Pupil Personnel Services Demonstration Center

I. PUPIL PERSONNEL PROBLEMS

As we attempt to develop pupil personnel programs throughout the United States, we face many diverse problems. The promotion of the pupil personnel concept, however, is of significant importance if public education is to adequately educate students for our society. Four major problem areas will be related here.

1. *Diversity of background for pupil personnel specialists.* The very nature of pupil personnel specialties indicates that we are attempting to bring together the five areas of specialty which have operated independently of each other in many ways. While the specialists have sometimes worked together on the job effectively, they have been recruited, educated, and employed independently of one another. The specialists in the fields of psychology, social work, counseling, and health hold membership in separate professional associations which have on occasions even considered one another as competitors.

There has been diversity within each area of specialty as well as among the groups. For example, in the profession of school psychology, there has been a great deal of conflict relating to degree requirements and levels of training in distinguishing among psychometry, psychology, school psychology, and the clinician. Does school psychology belong to the family of the American Psychological Association, or should school psychology build its own association within the educational framework? A look into each of the areas of health, social work, and counseling would give evidence of similar conflicts within each specialty.

2. *Professional acceptance of other educators.* A fundamental problem in advancing pupil personnel programs is whether or not a specialist can be accepted by administrators and teachers. It becomes one of our major responsibilities to implement a program

of special services which is interpreted as a help rather than a threat. We must be able to move from the concept of one teacher, one classroom, and one group of students to the concept of differentiated staffing and team participation. This is not an easy challenge for a profession as traditional as education.

3. *Crystallization of purpose.* What is the purpose of a pupil personnel program in a school system? Are our goals identical with the instructional goals of a school system? Are we going to operate clinics? Are we going to service the normal developmental needs of students? Are we going to specialize in problem students? Are our specialists going to work "with" teachers, "for" teachers, or "under" teachers? Will each area of pupil personnel specialty be able to agree as to purpose and programs?

4. *Need for a model program.* In order to address ourselves to the previous three problem areas, it is going to be necessary for us to develop models of pupil personnel programs throughout the United States. We must have extensive first-hand experiences under favorable conditions as we attempt to bring together diverse backgrounds, as we learn to achieve professional acceptance, and as we crystallize our purposes.

It was this line of thinking which motivated the Georgia State Department of Education to work with a local school system in requesting a demonstration center under the funding of Title III of the Elementary and Secondary Education Act.

The remaining remarks of this paper will relate to the pupil personnel model in Rockdale County; the experiences we have had with the program; and the ideas which we have developed within the program.

II. THE ROCKDALE COUNTY MODEL

The Rockdale County School System enrolls 4,500 students. It has traditionally been a rural community but is becoming suburbanized due to its nearness to the Metropolitan Atlanta area. There are four elementary school attendance zones for grades 1 through 6. There is one junior high school for grades 7 and 8, and there is one high school for grades 9 through 12. There is a 26 percent Negro population and approximately 28 percent of the school population has been defined as economically deprived. There is healthy industrial growth, and the population growth is primarily of average and above family income level. The attitude of the community toward education is positive and progressive, and the school system taxes heavily to operate its enrichment program.

The Pupil Personnel Services program in the Rockdale County School System is reported to you as a model for pupil personnel services. We are very careful to say that it is not *the* model for pupil personnel services. As I have observed pupil personnel programs in various parts of the country, I have been impressed with the fact that we are wise to have varying approaches as we develop pupil personnel programs.

Our approaches must take into consideration the population,

the problems, the personnel, and numerous other factors. The pupil personnel program at Rockdale County was begun two years ago, and it was intended to demonstrate four major aspects:

1. Facility
2. Equipment
3. Personnel
4. Program

(See Appendices for diagrams.)

FACILITY. A special office building called the Pupil Personnel Center was constructed to house the program. It was constructed at a cost of \$125,000. The facility was designed totally by pupil personnel specialists and designed specifically to meet the needs of pupil personnel services.

In addition to regular office space for each specialist, the facility has a well-equipped play media room, a group counseling room, a reading room, clerical space independent of the counseling area, a special records room, and a lobby designed for learning while a parent or student waits.

EQUIPMENT. In addition to routine equipment of a business nature, two installations were chosen to be especially useful in the conducting of pupil personnel services: (1) a closed circuit TV and video tape system, and (2) a central dictation system. Each professional office is equipped with permanently installed camera and microphone facilities which can be controlled from one central location in the building, thus allowing the closed circuit video facilities to be used without involving either the professional staff member or the client in the stopping or starting of the equipment.

The centralized dictation system is designed to feed all dictation into one clerical position. Such a system allows for very efficient reporting of what is done by the professional staff and allows for efficient filing of the material. It has proved especially efficient when two or more staff members are working on the same referral and are constantly adding data.

PERSONNEL. The personnel in the Pupil Personnel Services Center includes a School Psychologist, School Social Worker, School Nurse, Psychometrist, Elementary Counseling Specialist, Secondary Counseling Specialist, and a Director of Pupil Personnel Services.

PROGRAM. The primary effort of the Pupil Personnel Center has been to design and conduct a program of services which would become a part of the local school system. It has been the basic philosophy of our program that pupil personnel services must be an integral part of the instructional program and must actively support and stimulate the improvement of the instructional program.

Thus, we have tried to build a model facility, equip it adequately, and staff it with the appropriate personnel in order that we could demonstrate how these specialists can work cooperatively with other teachers and administrators in the building of an instructional program that more adequately meets the needs of a broader range of students.

III. PUPIL PERSONNEL TEAM

Perhaps our most significant contribution to the growing concept of pupil personnel services will be our utilization of the various specialists as a pupil personnel team. As I have observed other programs in various school systems, it has been my judgment that to a very great extent there are specialists operating independently within their own area of speciality, and on certain occasions they meet together or call upon one another when needed.

Several things have contributed to us effectively developing a team within our program in Rockdale County. In the first instance, the centralized location in a center which houses all specialists has contributed greatly to this team development. However, the process which has proved most useful has been very frequent and regularly scheduled staff meetings.

Staff meetings are scheduled twice each week; and when the meetings are planned, we distinguish between *administrative* and *professional* business. For example, the Monday morning staff meeting is for business and administrative matters. The Director of Pupil Personnel Services is present and presides at this staff meeting. It is at this point that discussions are made concerning our internal operations, our relationships with the various schools within the system, and the scheduling of our time for community activities.

The Friday staff meeting is an opportunity to discuss students who have been referred to the Center. The Director is usually not present at the staffing, and it is presided over by the in-take counselor (the Elementary Counseling Specialist) who presents any new referrals where judgments need to be made as to their assignment. Each staff member in turn presents cases on which he is working that need the discussion and thought of other members.

CHARACTERISTICS OF PUPIL PERSONNEL TEAM

The centralized location, the frequent staff meetings, and the constant communication among the staff members have made a strong pupil personnel team possible. A summary of the characteristics of the pupil personnel team includes:

1. Referrals are made to the Center rather than to a specialist, so the diagnostic decision is a professional one.
2. The team approach means that all staff members have some awareness of all major cases being carried within the Center.
3. The central location aids the centralizing of records and activities to avoid duplication of effort by staff members when they may be unaware of activities.
4. Parents and teachers have one point of inquiry to look for help, rather than having to depend upon uncoordinated services from many directions.
5. The team approach provides the opportunity for staff

members to take the initiative to be involved in all cases; consequently, a staff member can give information and direction to another staff member who may not know to ask for it.

6. The team approach provides the opportunity to deal with the total environment of the child, with the specialists integrating their efforts to meet the total needs of the child.

7. The team approach has direct influence and impact on the philosophy of the school system. Teachers, counselors, and principals begin to think of the child's total educational environment.

8. Staff members have a constantly broadening effect on each other and thereby increase the competencies and skills of each.

9. The team of specialists have regular formalized team staffing of cases.

10. The central setting offers opportunities for constant and immediate communication and consultation with other staff members.

IV. PUPIL PERSONNEL AND THE INSTRUCTIONAL PROGRAM

It is the purpose of pupil personnel services to stimulate, support, guide, and assist in evaluating the instructional program. As we look at our program in Rockdale County, we probably have had our most notable success in the impact which we have had on the instructional program. While a great deal of time is spent in personal counseling with students as indicated in the previous point, much time also is consumed working throughout the school system in such activities as will be mentioned at this time. As our part in the instructional program, we have primary responsibility in the following areas:

A STATUS STUDY OF THE SCHOOL SYSTEM. Very early in our program, we conducted for the Board of Education and the Superintendent a thorough study of the current status of the school program, including pupil personnel services, curriculum, administration, facilities, policies, etc. As a result of this comprehensive study, we arrived at some 30 recommendations to the Superintendent and the Board of Education. Among these recommendations were suggestions for the pupil personnel program. But the recommendations covered every phase of the school program. The Board acted constructively on many of the recommendations.

PRE-SCHOOL ASSESSMENT. The Pupil Personnel Services Center has initiated with each elementary school a systemwide program of pre-school assessment. This assessment is held for several weeks in the summer prior to first grade enrollment in the fall. The assessment is very thorough, including the gathering of data about the child's academic, social, and physical readiness for learning.

The School Nurse conducts dental, vision, and hearing screenings. The Psychologist and Social Worker meet with the parents of the pre-schoolers in discussions of helping the first grade child. Standardized readiness tests are given, but additional questionnaires have been constructed for the acquiring of information which would be useful in assessing the students. Follow-up reports are sent home to the parents indicating a judgment concerning the readiness of the children. The teachers receive an individual report for each student. Parents are requested to meet with staff members in discussing the readiness or lack of readiness of their students and are given suggestions for assisting them.

TESTING PROGRAM. The Center initiated a systemwide testing program which involved assessment of ability and achievement of every student in all grades throughout the school system. The most modern use was made of the data by purchasing data processing services. These data were fed back to each individual teacher in terms of the students she teaches, and the data were grouped for systemwide trends. The data then were turned over to the Curriculum Director for use in subject matter in-service with teachers throughout the school system.

DESEGREGATION IN-SERVICE. At the initiative of the pupil personnel staff, a project was written and approved which resulted in an eight-month program of in-service meetings designed to assist teachers and administrators in gaining a better understanding of a wide range of student needs. As a result of these in-service meetings, recommendations have been drawn up by the teachers and administrators which will revise the grading, reporting, grouping, and organizational structure of the school system.

ELEMENTARY GUIDANCE IN THE SCHOOLS. As a result of the pupil personnel program, the school system has employed an elementary counselor in each of the elementary schools. This person acts as the residential pupil personnel specialist. The counselor works directly in the school with the faculty, parents, and students of that school. However, in addition to these local responsibilities, the counselor is a very convenient facilitator for the services of pupil personnel which are provided outside the school system.

PARENT STUDY GROUPS. Members of the pupil personnel staff, in conjunction with local school counselors, have begun discussions with parents in such subjects as *study skill habits* and *sex education*. The interest of the parents in these topics has been such to convince us that we can provide a great deal of positive information to the public through such groups.

PUPIL PERSONNEL ASSISTANTS. As a result of the pre-school assessment program, it became obvious that we had a high number of students who needed individual attention of the type which a classroom teacher does not have time to provide in a normal classroom setting. Pupil personnel assistants, para-professionals with a minimum of a high school education and in some instances a college education, were assigned to first grade teachers. They had the rather specific assignment of working with those indivi-

duals in the first grade who were isolating themselves by non-participation.

The pupil personnel assistant has differed from the typical teacher aide in that we have not attempted to use these assistants for the routine clerical-type responsibilities. The assistants have met weekly with the School Social Worker in an attempt to provide them constant opportunities to become more sensitive to the human and emotional needs of students. The assistants have worked under the direct supervision of classroom teachers; however, the pupil personnel specialists have been available to them in order to emphasize constantly the importance of meeting the emotional needs of the students.

TEACHER SEMINAR TOPICS. At the beginning of the past school year, we circulated some 50 or 60 possible topics of interest to teachers. The teachers indicated their priority of interest, and 12 seminars were scheduled — each one conducted by a member of the pupil personnel team. Attendance was voluntary, and the topics resulted from popular choice. The teachers met weekly for three months with the opportunity to talk and to participate in gaining additional information in fulfilling their responsibility as teachers.

Again, it is our judgment that the above and other activities have resulted in our pupil personnel team having a very direct and constructive impact on the total movement of the instructional program in the Rockdale County School System, thus, fulfilling the basic philosophical purpose of a pupil personnel program.

V. PUPIL PERSONNEL ROLES

One of the most interesting experiences which we have had in our project has been our efforts to arrive at a *role and function definition* for the various pupil personnel specialists. Quite frankly, I entered into this program with some very firm opinions about the roles of each specialist. It had been rather easy and natural and very convenient to categorize all services provided by the various specialists as being functions which were either *unique* to a particular specialist or *common* to two or more of the specialists.

In the beginning, the list of *unique* functions for each specialist would have been unusually long, and there would have been a few functions which would have been considered *common* to several of the specialists. Today, my list has changed entirely. We have come to see that the specialists, even though trained in several disciplines, are much more alike than different in skills, competencies, and attitudes.

Many observers who visit with our team members are sometimes frustrated by the fact that we have not maintained the rigid roles so often defined in textbook descriptions of the various specialists. Let me be very careful to point out, however, that there are certain skills and competencies that remain very unique to the various specialists; and each other member of the team

finds it necessary from time to time to look to another specialist for help in a specific area. However, we as a profession would probably be wise to concentrate heavily in the future on making mutual use of the attitudes and competencies which we have in common.

I would suggest that the educators of pupil personnel specialists be especially careful that each specialist is taught to function as a part of a pupil personnel team. It is when a specialist is trained as though he were to operate in isolation that we produce the rigid personality which then finds it hard to share and to learn with other team members. The flexibility which we urge upon teachers and administrators also must be absorbed and become a part of our own personalities.

VI. PUPIL PERSONNEL TRENDS

The following comments are an effort to summarize trends which we have noticed during our operation, as well as suggested directions which should be followed as we project our services into the future.

1. An effort should be made to provide special services such as those practiced by pupil personnel specialists as a regular and normal part of the public school program. Too often in the past, we have made something unusual or even bizarre about psychological testing, health examinations, screening processes, or specialized counseling.

2. The public school system is going to make a more intensive effort to provide treatment or remediation services as well as diagnostic services. For too long, there has been a tendency on the part of the public school system to diagnose a problem and then to refer it to some outside agency for remediation.

3. Paid para-professionals and volunteers are going to be necessary to meet the future demands for special services. There are many areas of skills which can be performed adequately by well-trained para-professionals. It will be necessary for us to distinguish clearly between typical teacher aides and the more specialized services which we need from pupil personnel assistants.

4. The services which we provide to students must be flexible in reality, not just on paper. We constantly insist that teachers approach students in a very flexible way; however, we often times continue to assess all students alike with the same techniques. We continue to make recommendations that are too similar in nature for the diversity of students with whom we work.

5. We have at least two primary jobs in our efforts to sell pupil personnel services. In the first instance, we must be sure to do an effective job with parents and students; and secondly, we must find ways to show success as a result of our efforts.

6. We need to begin to think more in terms of rendering full services to students and parents from birth to death. This philosophy is being reflected by many of the programs authorized by Congress; however, many of us as specialists have not yet attempted to grasp the full significance of the contribution which

we must make to offering full services. It is going to become our task to do whatever must be done for students, in order for them to learn effectively and to benefit maximumly from the instructional program.

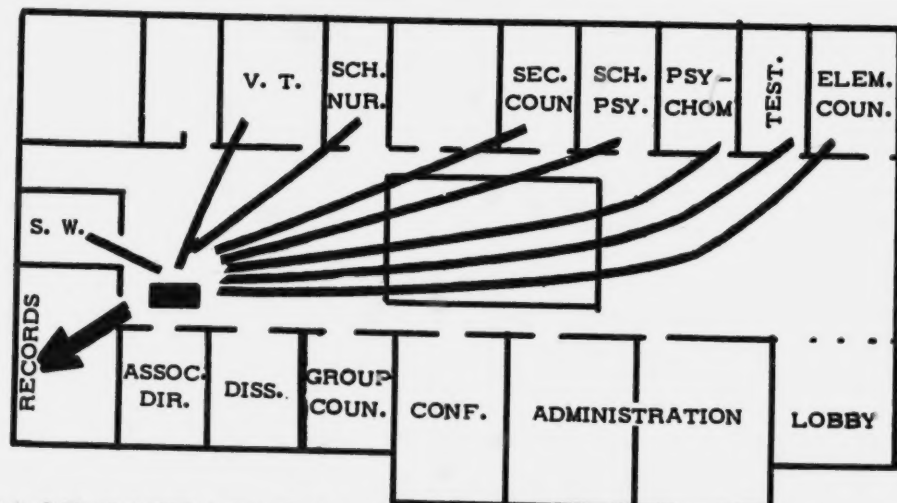
7. We are going to have to drastically rethink our concept of specialist-student ratios. The ratios we arrived at as individual areas of speciality may vary when a full team is present and when we can make effective and constructive use of para-professionals.

8. Satellite centers of pupil personnel specialists may prove to be extremely helpful to us in the future. Under this concept, a team of specialists might be available to each high school and the feeder elementary schools which make up its attendance area.

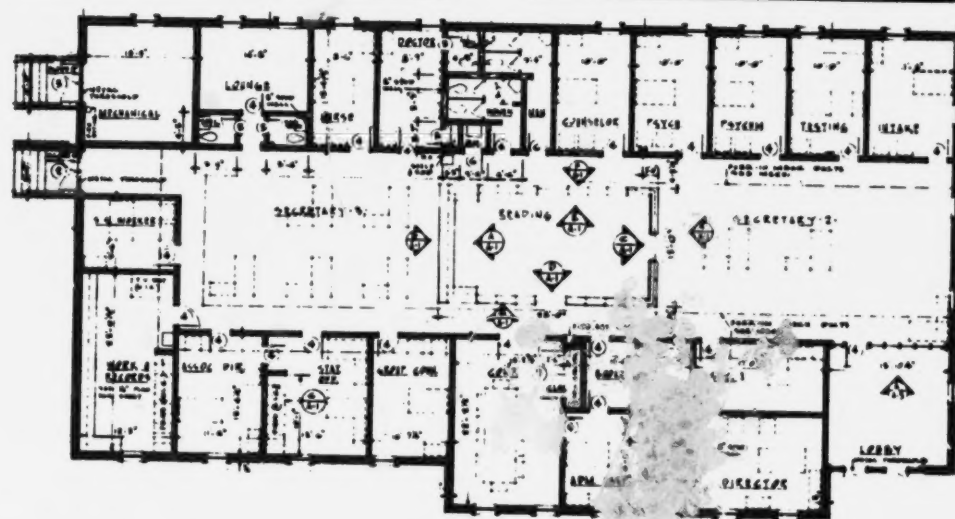
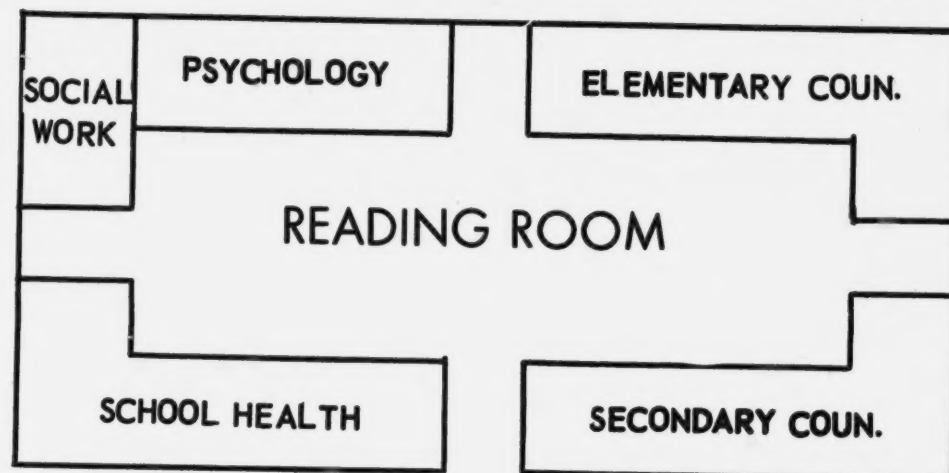
9. The education of the various pupil personnel specialists will come to have a great deal of common courses and methods of training. This probably will take place in spite of the protesting of well-built departments of speciality within colleges and universities. This concept would not destroy traditional department lines, but it would tend to strengthen instruction within each of them as the varying departments attempt to educate pupil personnel specialists who will function on a team.

10. The long-term success of pupil personnel programs will be dependent upon how well the pupil personnel specialists are accepted by other members of the professional team. Our efforts must complement, not threaten, administrators and teachers. The other professionals must see us as an extension of their efforts rather than a replacement of them in the services they are providing.

APPENDICES



CASE DICTATION AND CENTRAL RECORDS



DEMONSTRATION CENTER

CLOSED CIRCUIT TELEVISION

